College News

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MR. F. HOPKINSON SMITH.

Those of us who know and enjoy Mr. Smith's fiction, who are familiar with his live character sketches, were especially interested in being able to view him in a new light—that of raconteur as well as author. If the audience of Monday evening, March 21, had the inevitable expectation that the writer's interpretation of his own work must fall short of the creation of it, it was happily disappointed. Mr. Smith was keenly alive to the points of his selections and never slurred details, through familiarity with his material.

The character sketch of old Jonathan Gordon, "the man hewed from nature with every axe mark showing," made a vigorous beginning for the evening's program. Mr. Smith's delineation of the general picture which the quaint old man presented was vivid and sharp—it was often suggestive, but never vaguely so. The inimitable gestures that helped to draw Jonathan's lank figure, his flapping hands and his hairy face, completely sketched George; "No one but Jonathan would ever have thought of calling a dog George." Mr. Smith's manipulation of material was excellently adapted for a reading, in that it held the interest in Jonathan and the narrow-chested wife and the good-for-nothing dog without the prop of plot material. Plot was skillfully suggested in the larger and more ordinary incidents of Jonathan's life, but these served as a background only for the intimate details—the homely tableau of Jonathan and the crushed daisy, or of Jonathan lugging home the exhausted George—pictures which fitted into a nicely unified sketch of a charming old character.

In direct contrast, Mr. Smith next read a suggestive child sketch. The incident was slight, that of a small boy bound for the Orphan Asylum and picked up by the gentleman, who, at first, indifferent to insignificant orphans, is hastening to deliver an evening lecture. The commonplace, pitiful history of the child and his naive dignity made a slight but charming center for imaginative detail. The child's simple voice and manner were drawn without exaggeration, and the pathos of the story emphasized without sentimentality.

The announcement of "The Wood Fire in No. 3" called forth appreciative applause. Mr. Smith read from the collection the incident of the girl in the steamer chair—which is really not the incident of the girl at all, but of the unknown stoker, who dies in the heat and suffocating smoke beneath the decks of the big steamer. There was less of character drawing here, and more of pathetic circumstances with a man among them, of a life reflecting a pitiful history and a pitiless present. Mr. Smith's sympathy for the under dog inevitably comes to the surface—in this selection it heightened the imaginative element, adding a deeply emotional touch to the two vivid scenes of the furnace room and the burial from the deck.

It was a relief to find that Colonel Carter was not wholly eclipsed by the Major, Chad and little Tim. A more intimate acquaintance with Mr. Smith's most famous character, as he speaks and acts, would have been acceptable, but the absurd pickanniny with his "pan" filled his place admirably. His introduction of Little Tim from the doorway of the old Southern home, was flashing and humorous. Little Tim was reflected by the other characters almost entirely, but the touches which he gave directly to his own portrait were most effective. Skillful contrast in conversation led to the excellence of this rendering; Mr. Smith slips easily into both Southern and negro dialect without arousing a consciousness of either. Hands and active facial expression did much to make this number an amazingly realistic one, making an effective ending to an interesting program.

PROF. DEWEY'S LECTURE.

On Friday, April 1, Professor John Dewey of Columbia University lectured before the class in Philosophy 4 on "Aspects of Pragmatism." Professor Dewey considered first the historic episodes which have contributed to the development of pragmatism. The first episode goes back to one of a series of articles by Prof. C. S. Pierce, published in the Popular Science Monthly in the late seventies. The article had the title "How to Make Our Ideas Clear." Pierce's recipe was simply: "Consider the effects of the thing of which you wish to form a clear idea." To this conception Pierce added a second: "All thinking exists for the purpose of terminating in a belief, and every belief is a starting point for a habit of action."

This article, said Professor Dewey, "slept" for twenty years until Prof. William James applied the principles it contained in an address delivered before the Philosophical Union of the University of California in 1898. Dr. James applied the principles to philosophical beliefs, chiefly as a method for vitalizing philosophical controversies.

Present-day pragmatism has not grown directly out of either of these discussions of Pierce and James. The great point they made was that of the importance of consequences. In earlier writings James had emphasized this point. "Our concepts are teleological instruments," he says in his Psychology, and "Sense and thought point on toward action, behavior." Our intellectual life may be said to vibrate between habit (where we already have control) and attention (the process of getting control). From this point of view our ideas are projections of possible habits not yet acquired. In the meantime, these projections serve as methods of action. Abstraction is here necessary in order to get away from the past and present to the future. Here pragmatism breaks with idealism and with realism. An idea is connected with ideal factors, for an ideal factor is the anticipation of a possible future result. An idea is not merely a copy of a thing, but adds to it. Hence, pragmatism differs from realism. It differs also from absolute idealism, for according to that doctrine the ideal factors are already realized rather than anticipated. Pragmatism may be called an "experimental idealism." "The world is ideal as far as we are capable of making it ideal." Another imimportant factor is insisted upon by James in "The Will to Believe," and by F. S. C. Schiller in "Humanism," namely, the personal factor in belief.

In summarizing, Dr. Dewey said there were three more or less independent aspects of pragmatism. (1) The underlying concept is that of method. The question is always of result. (2) The intellect is an instrument of action. "The most real thing is conduct." (3) The personal, unique factor is insisted upon. Each personal element has great power in shaping our beliefs and actions. The present problem of the pragmatic movement is to blend these three aspects into one unified whole.

On Friday evening, Professor Dewey lectured on "The Problem of Truth." The discovery of error brings up the problem, an important problem because of its connection with right activity. Professor Dewey first considered the denotation of truth, asking the question "To what particular objects does the term truth apply?" The answer of the unphilosophic man is "Beliefs that are so important that all ought to accept them." The answer of science is "A belief that has been criticized and tested." This brings up a question about the meaning of testing. To test an idea is to see if the idea will work in the particular situation to which it purports to apply.

Three theories of truth were then discussed—(1) the realistic theory of truth as a correspondence between idea and object, (2) the idealistic theory of truth as completeness of meaning,)3) the pragmatic theory of truth as that which will work out. In science the experimental method is the only satisfactory way of getting at the truth. If this method is extended to other fields, we find that action is always the test of truth. Thus the pragmatic theory of truth recognizes the element of correctness which there is in the correspondence theory, and the elements of consistency and completeness in the idealistic theory. The consistency is, however, an active consistency, not a logical one. The pragmatic theory may, then, be said to include the motives which have led to the formulation of the other theories.

The theory of pragmatism was then applied to the doctrine itself. The doctrine thus tested showed aversion to dogmatism of any type, and a broadening effect upon philosophy and the study of philosophy, since philosophy in the guise of pragmatism is to have a close relation to life, is, in short, to be a program of social action.

College News.

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EDITORIAL.

A while ago someone informed the Editor that she had discovered the correctly bromidic answer to the very bromidic question "What will you do when you leave college?" It was a sad and resigned, "Teach, I suppose." Now the Editor was irritated, for she has a set of rather exalted ideals in connection with the art of teaching, which certainly could not be carried out by the unenthusiastic persons referred to. She wondered why, if they cared so little for the profession, they persisted in entering it, especially now, when so many and varied fields of interest are open to women. It seemed hardly possible that anyone could go through college without coming upon some sort of work which interested her. In the hope of throwing some light on the matter, and perhaps of aiding these unfortunates with a few glimpses of what their fellow students were working towards, the senior class was canvassed with the following rather disappointing results. Of the 228 students interviewed, 86 intended to teach, 73 to stay at home, 20 to study further, 8 to be married, 9 to do Christian Association settlement and other charitable work, 5 to do library work, 3 to travel, 2 to farm, 1 to write, 1 to become a secretary, 1 to take up domestic science, while 19 were undecided.

Of the 86 who intend to teach scarcely 50 per cent. showed any real inclination towards the profession. Some were taking it up because they were unfitted for any other work; others, as college women, felt it their duty "to do something," and this something resolved itself naturally and inevitably into teaching; still others leaned towards it as being a genteel and conservative way for a lady to earn money. In short, teaching, for this type of college graduate, has become the "line of least resistance." Every possible facility is at her disposal in gaining a position—agencies seek her out, small towns all over the country await her coming, everywhere the halo of a degree and the ability to pass countless examinations, make her acceptable and welcome. But once settled down at work, she is drearily impatient, at the most indifferent. She will solemnly warn you after her first year never to teach "if you can find anything else to do." But having lacked initiative in the first place, it never occurs to her to look about for a more congenial occupation. She continues what she looks upon as a monotonous round, never considering the pupils, whose inspiration she is assumed to be, nor her right to the salary she accepts so serenely as her due compensation. She conscientiously instills a cut-and-dried knowledge; it never occurs to her that she is there to arouse their interest in the subject in hand. That was not mentioned in the bond. Meantime, newspapers and magazines deplore the lack of cultured interests in the modern American. When one considers the probable proportion of this mechanical type of instructor, should we not wonder that that average student in the elementary school has any ideas of his own at all?

Let us hope that some of the large percentage who are drifting towards teaching will look around a bit before finally deciding. To any interested in present social and economical conditions, settlement, Christian Association and many other forms of organized work afford an opening. Besides the regulation field work, there are in connection with these organizations as conducted in our larger cities, positions as secretaries, heads of bureaus and agencies, and general managers. For those interested in journalistic work or writing of any sort, there are places on newspapers and magazines, small places it is true, but presenting many possibilities in the way of advancement.

Lectures and public readings are much in demand, and well paid for in comparison with the slight labor entailed. For a person of some dramatic talent, or a person with a cause like Woman's Suffrage or the Consumers' League to preach, engagements are not hard to find.

Landscape gardening has been done successfully by women and should be interesting to those who have taken the courses here at college, although for readier returns, farming is much more practicable. It is only of late, in the light of a return to the simple life, that farming has had full justice done it as a very pleasant as well as a paying employment. At present, women have not only gone into it on the small gardening scale, but are the prospering owners of large wheat farms and fruit ranches.

For the girl with taste there are many practicable openings. She may do interior decorating, she may design gowns for dressmaking or large wholesale establishments, do such work as Miss Morris is doing in England for the reform of woman's dress; she may find employment as buyer or importer in one of our large department stores, or in one of the many shops which make a specialty of artistic furnishings and art objects. If she has a decided artistic bent, there are various kinds of arts and crafts work, jewelry, pottery, artistic book binding; there is illustrating for the magazines, not only the ordinary illustrating, but designs for head and tail pieces, and cover designs are in demand.

To descend from the artistic to the commonplace, we could wish that more intelligent women would undertake the running of our hotels and restaurants. There are already many artistic and materially satisfactory tea rooms under the management of women whose methods, if applied to the average slovenly summer hotel or second-rate city boarding-house, would work wonders.

Instructors in gymnastics are much sought at present. In fact, at the Boston Normal School last year, the demand exceeded the supply by more than forty.

And there are many other things for college women to do, some callings requiring further study, medicine, law, engineering and the like, but the majority requiring only a little initiative, a little courage to depart from the broad, well-beaten track of conservatism. We do not wish to disparage teaching; if you are interested in your subject, if you care about it interesting others in it, teaching is your vocation and you are much needed in our schools. These suggestions are for the 40 or so who seem to have no definite interests and aims, to the 19 who are undecided.

The NEWS desires to correct the statement made in the issue of March 23, concerning the dance given at the Barn by Wood Cottage, March 22. There were no guests, as stated at that time by the NEWS.

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COLLEGE CALENDAR.

Thursday, April 7, at 8.00 P.M., in College Hall Chapel, a lecture by Dr. O. P. Gifford.
Friday, April 8, Scribblers' meeting.
Saturday, April 9, at 7.30 P.M., in the Barn, 1911's dance.
Sunday, April 10, at 11.00 A.M., service in Houghton Memorial Chapel. Service by Mr. John R. Mott.
At 7.00 P.M., in the Chapel, vesper service with special music.
Monday, April 11, at 10.00 A.M., in Mary Hemenway Hall, Indoor Meet.
At 4.15 P.M., in College Hall Chapel, the reading of the "Masque of Sibyls," by Miss Florence Converse.
In the evening, a meeting of the Alliance Francaise.

COLLEGE NOTES.

There was an open meeting of the Student Volunteer Band at the Agora House on Sunday, April 3, at 4.00 P.M. Mrs. George Sherwin Eddy of India, spoke.

The Christian Association held an Easter service last Thursday evening, led by Iva Corwin.

On Sunday evening after vespers, a Sophomore class prayer-meeting was held in Billing's Hall. It was led by Grace Slack.

The waiting-room by North Lodge has been moved nearer Mary Hemenway Hall. The bay-window room of the Lodge may now be used as a waiting-room.

On Saturday afternoon, the Freshman class had a social in the Barn.

A letter has been received by Dr. Willcox of the Zoology Department from the W. C. T. U. Settlement School in Hindman, Kentucky, telling of the work of the school and the need for about $260 to put it in the best condition. The school is on a large farm which is taken care of by the boys in the school themselves. Great trouble has been found in making the garden yield the best results, because the fence around it is in such a dilapidated condition that it is impossible to keep the hogs from the neighboring farms from rooting up the vegetables. The fence has been mended and repaired until it is past all hope, and the boys and workers are in despair. $260 will enable them to build a new fence and give them fresh encouragement. Miss Willcox will gladly forward any contributions, and they may be left with Miss Julia Hewitt in the Zoology Laboratory.

Miss Homans announces the following additional appointments for the coming year from the class of 1910, of the Department of Hygiene and Physical Education:

Eva Washburn in the State Normal School, Greensboro, N. C., Lucille Grunewald in the East High School, Rochester, N. Y., and Gertrude Price, in the Birmingham School for girls, Birmingham, Pa.

The Athletic Association is to get all its blouses for spring sports from the Union Label factories, through the kindness of Mrs. Davis.

A meeting of the Women Directors of Physical Education and the Presidents of Athletic Associations was held by invitation of Miss Homans, in Mary Hemenway Hall, on Monday, March 21, at 10 o'clock. The colleges represented were Bates, Brown, Colby, Mt. Holyoke, Radcliffe, Smith, and Wellesley. The object of the meeting was to ascertain the present status of Hygiene and Physical Education in women's colleges in New England and to consider plans for the future. Luncheon was served at College Hall. Afterwards separate meetings were held. The Presidents of the Athletic Associations held their meeting by invitation of Miss Ruth Elliott, President of the Wellesley Association, in the new office of that Association in Mary Hemenway Hall.

An informal meeting of the Debating Club was held on Tuesday evening in the Tau Zeta Epsilon House.

The class of 1911 held a class prayer-meeting Sunday evening after vespers in the Agora House.

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COPLEY GALLERY: Paintings by Mr. Parrish.
VOSE'S GALLERY: Paintings by Ter Meulen.
DOLL AND RICHARDS': Mr. Senseny's Etchings.
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DURANT SCHOLARS, CLASS OF 1910.

Ach, Rosalind K.
Andem, Ethel L.
Baker, Ethel M.
Bowen, Beulah I.
Bulkley, Helen
Dey, Dorothy
Douglas, Isadore
Elliott, Ruth
Frost, Mildred N.
Grenier, Georgette A.
Hazeltine, Dorothy M.
Heiser, Irene
Horne, Eleanor T.
Jeffs, Eva Estelle
Patterson, Eleanor Robb
Taussig, Edith E.
Wiss, Florence.

WELLESLEY COLLEGE SCHOLARS, CLASS OF 1910.

Anderson, Dora C.
Blodgett, Harriet R.
Burr, Helen
Castle, Ina
Coffin, S. Frances
Cook, Lucy
Gifford, Margaret A.
Goodloe, Jane F.
Hatch, Mayde
Johnson, Katherine L.
Kilborne, Grace A.
McKinney, Lois
Müller, Adele E.
Owen, Helen
Riddle, Meredith E.
Sapinsky, Ruth
Schermerhorn, Gertrude
Snyder, Marjorie A.
Snyder, Mary
Sweetzer, Edith
Taussig, Dorothy
Thomas, Clara B.
Wallis, Helen A.
Ward, Emily M.
Williams, Helen
Williams, Marguerite
Young, M. Eleanor.

DURANT SCHOLARS, CLASS OF 1911.

Clark, Annie L.
Hatch, Ruth E.
Low, Ruth E.
Marshall, Madeline A.
Mosenfelder, Alma L.
Mulligan, Ruth
Noyes, Isabel F.
Powers, Miriam
Rahr, Marie
Remsen, Matilda R.
Sener, Anna
Tupper, Sarah F.
White, Gladys A.
White, Viola C.

WELLESLEY COLLEGE SCHOLARS, CLASS OF 1911.

Bailey, Eleanor H.
Baxter, Sarah
Bleazby, Anna L.
Blodgett, Bertha
Brooks, Bertha M.
Brown, Louise W.
Burke, Letitia C.
Caswell, Anne T.
Chandler, Eunice
Dalzell, Laura K.
Franzen, A. Eleanor
Fuller, Margaret W.
Gates, Helen
Hubbard, Elizabeth K.
Ingalls, Evelyn P.
Knowlton, Hazel L.
Kroger, Lucile I.
Lincoln, Marita O.
Longaker, Elizabeth P.
Longanecker, Ellen D
Pettit, Mildred L.
Sawyer, Mary W.
Slagle, Helen
Spalding, Frances
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THE NEW LIBRARY.

The NEWS presents the following guide to the new Library in hopes of doing away to a certain extent with the confusion that must necessarily arise from the change to the new building, and to call attention to a few changes which have been made in the rules. Some further alterations in rules, not yet formulated, will probably be necessitated and will be announced later. For the present, attention is called to the fact that the library will close at 5.45 P.M., rather than 6 P.M., and will open in the evening at 7.15 P.M., instead of 7 P.M. Students are particularly urged to tend their efforts toward keeping the new building in its present immaculate condition, and to that end are strongly requested to be careful about shaking fountain pens on the floors or furniture or otherwise injuring the appearance of the library. A heavy fine will be imposed for anything of this sort which is discovered. As an experiment, students are this term to be allowed free access to the stacks and all parts of the building. Any considerable misplacement of books or disturbance through talking will necessitate a change in this arrangement. The plan of the Library is as follows:

The first room one enters from the main door is the delivery room. The desk on the left is the desk for charging and discharging books. Here all books should be returned, both reserve books and those which have been charged. The desk on the right is the order desk, where all matters pertaining to the ordering and receiving of new books will be attended to. Both the subject and author catalogues are found at the back of the delivery room and in this room also are all reserve books, except those in the reading room and those for advanced courses in History, Economics and English Composition, English Language, English Literature and the classics, which will be found in their respective rooms.

Back of the delivery room, is the large reading room, facing the lake. Here are the most constantly used magazines, both bound copies and current numbers, as well as dictionaries, encyclopedias, magazine indexes and other general reference books. There are also in the reading room reserve books in Geology, Philosophy, Psychology and Bible.

To the right of the delivery room, as one enters the main door, is the English room, where will be found the most frequently used books for English Literature, including all books of Chaucer, Shakespeare, Spencer and Milton. Here also are collections of poetry, essays, etc.

Back of the English room, towards the lake, are the cataloguer's room and the librarian's office.

The room on the left of the delivery room is called the "first stack." Here, on the right, are the books on Philosophy, Psychology, and Religion (including the Gertrude library,) and the books on religion formerly found in galleries 8 and 9 of the main library; on the left are all books in Literature, including the English Literature books not found in the English room.

The second stack is between the first and second floors, directly above the first stack, and is reached not by the main staircase, but by staircases from the first or third stacks. In the second stack on the right are the magazines not found in the reading room—the less frequently used collections; on the left, are found the books in Philology and all the Science books formerly in the fifth floor library, excepting the Biology library, which will remain permanently in College Hall.

On the second floor, the first room to the right of the main staircase contains the Plimpton collection of Italian books and manuscripts, formerly kept in Billing's Hall, and also the Dutch Cabinet.

In the hall are exhibition cases.

The second room on the right is the classics room, where are all the books by Latin and Greek authors and all books on Ancient History and Archæology.

Next to the classics room, is the Economics room which contains the most constantly used Economics books.

The History room is the room with the skylight, across the hall from the room containing the Dutch Cabinet. The most important History books are in this room, including books on Constitutional History and Political Science.

The third stack is on the second floor, to the left of the main staircase, directly above the second stack. Here are found on the right, all books on History not found in the History room; on the left, all Economics books not found in the Economics room, as well as all books on Pedagogy.

In the basement, directly ahead as one turns to the right of the staircase, is the student's locker room, with a lavatory next to it on the right.

Next to the locker room on the left is the rest room for the library staff, and at the end of the long corridor, is the conference room, the woodwork in which was taken from St. Mary's Church in Warwick, England, and was presented to the college by Mr. Plimpton.

Christie

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BOOKS ON SUFFRAGE.

The College Equal Suffrage League has just sent to Wellesley a most interesting collection of books bearing on the suffrage question. These are of three sorts, one including books which present the subject directly, varying from classic presentation of the theory like Mills' "Subjection of Women," to the very recent books like Dr. Sumner's account of conditions in Colorado. The complete list of these is as follows:

The Subjection of Women. J. S. Mills.
Vindication of the Rights of Women. M. Wallatone Craft.
Life and Works of Susan B. Anthony. J. H. Harper.
Common Sense Applied to Woman Suffrage. M. P. Jacobi.
Equal Suffrage. H. L. Sumner.

The second group consists of books on economic and social conditions in their direct and indirect relations to the suffrage question. These are:

Women in Industry. Edith Abbott.
Women and the Trades. E. B. Butler.
The Theory of the Leisure Class. T. Vebleu.
Some Ethical Gains through Legislation. Florence Kelley.
Sex and Society. W. T. Thomas.
Newer Ideals of Peace. Jane Addams.
The Home. C. P. Gilman.
The Family. Helen Bosauquet.

The third group, if not the most important, is perhaps the most entertaining, for in this we have an imaginative presentation of the problem of woman's function in society. It is interesting to speculate on the relation of the ideals here presented to more practical questions, and this is the more stimulating because there is so much room for difference of opinion. These are:

The Story of an African Farm. Olive Schreinen.
The Quintessence of Ibsenism. Bernard Shaw.
In this Our World. C. P. Gilman.
A Doll's House. Henrik Ibsen.
Ardiane and Barbe Bleue. Maurice Maeterlinck.

Everyone is cordially invited to read these books, which are to be found on a table in the Newspaper Room in College Hall. We can only keep the books until May 1, for they are to be sent to other colleges. A few brief reviews of some of these books are given below.

WOMEN IN INDUSTRY, A STUDY IN AMERICAN ECONOMIC HISTORY. Edith Abbott. New York and London. D. Appleton & Co., 1910.

In WOMEN IN INDUSTRY, Dr. Abbott, formerly instructor in Economics in Wellesley College, gives a history of women's relation to American industries and especially to the five industries now employing half of the women engaged in factory work in the United States. These industries, the manufacture of cotton, boots and shoes, cigars, clothing, and printing, were carried on largely by women's work, not only when they were home occupations for the leisure hours of the wives and daughters of farmers and sailors but when, through the introduction of machinery, they had become factory industries. Dr. Abbott shows conclusively that in the industries in question women cannot be regarded as "invaders." They have not gone beyond the "sphere" preempted for them by their great grandmothers in response to public necessity and the general denunciation of idleness at a time when labor was a scarce commodity. Men rather than women have been the invaders and are taking from working women employments that were theirs "by custom and prior right of occupation." Boldly stated this complete turning of the tables is a little startling, but nothing is further than sensationalism from the temper of Dr. Abbott's work. She is relentlessly truthful and appears throughout the book, not as an advocate but as an investigator.

At this period of preoccupation with the question, "Whither are we tending?" this glance back to whence we came, is refreshing and enlightening. Incidentally it shatters the popular faith that the founders of our country believed women foreordained to limit their activities to the home.

WOMEN AND THE TRADES. Elizabeth Beardsley Butler; THE PITTSBURGH SURVEY. Russell Sage Foundation. New York. Charities Publication Committee, 1909.

The first volume of the PITTSBURGH SURVEY is a comprehensive account of women's work in the trades in the city of Pittsburgh, made after a close study of four hundred establishments. The local character of the report permits an unusually definite and graphic treatment of the subject. Writing with a sharp sense of the urgent need of reform of existing conditions in the employment of women, Miss Butler has humanized the vast mass of evidence she has compiled.

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BOOKS ON SUFFRAGE—Continued

EQUAL SUFFRAGE. Helen L. Sumner, Ph. D., Harper and Brothers. New York City. 1909.

This is a practical age. When in doubt about the value of a new thing we watch to see how it works out in practice. With regard to the question of equal suffrage people are coming more and more to the opinion that they want it if it works well. What is its effect on legislation? on the economic position of women? on the home? These questions and other vital ones Miss Sumner in EQUAL SUFFRAGE has attempted to answer for Colorado. That state has had equal suffrage since 1893. How has it worked? A thorough, scientific inquiry into conditions there ought to furnish the best of material on which to base an opinion on the insistent problem of Equal Suffrage. Such an inquiry Dr. Sumner has made; the facts are before us.

This issue of Equal Suffrage is too often argued along lines of mere plausible probabilities. Giving the ballot to women, it is said, would mean an increase in the ignorant vote and indifference on the part of the better educated women. This sounds plausible. Dr. Sumner points out the facts, that in Denver "the proportion of the vote cast by women varies substantially with the respectability of the neighborhood, the best residence districts showing the largest percentage, and the slum, saloon, and cheap lodging-house districts the smallest." The most common, and to many people the most weighty argument against Equal Suffrage is its supposed bad effect on women themselves, yet the consensus of opinion in Colorado is that, without making women less "womanly," it has "enlarged their interests, quickened their civic consciousness, and developed in many cases ability of a high order." Not always do the facts bear out the optimistic hopes of the ardent suffragists. For example, the argument that the ballot will give to women increased industrial opportunities does not seem to be supported by conditions in Colorado.

But to whichever side of this vexed question one may lean, the significant point concerning this book is that here lie facts, facts sometimes puzzlingly complex to be sure, in need of skilful interpretation, but withal facts which have not before been available, and which have been sorely needed to help thoughtful, unprejudiced people to decide on firm grounds whether or not they believe in Equal Suffrage. ALICE HASKELL.

ARDIANE AND BARBE BLEUE. Maurice Mæterlinck.

Even to those who have but heard the cry of "Votes for Women!" as a distant murmuring, whose imaginations are but faintly tinged with the suffrage dyes, M. Mæterlinck's latest drama, "Ardiane and Barbe Bleue," must inevitably suggest the burning question. The play is not an obvious "Press Clippings,"—but then, M. Mæterlinck is not so obvious as Mr. Shaw,—and it is enticing to find a question which deals with sordid modernity clothed in the delicacy of the poetical drama. One does not see the militant suffragette in Ardiane, the present day Fatima who comes to deliver from the dungeon of ineffectual ignorance, her five predecessors; nor does one realize the personification of public opinion in the peasant mob which attempts to rescue the unfortunate sixth from our old acquaintance of fairy tale fame, Blue Beard. But once the meaning of the allegory is suggested, one can revel in interpretation. The feminine reader notes with delight that Barbe Bleue is quite a nonentity; she mentally applauds the spirited Ardiane who, having opened the forbidden door, stoutly defies him and his offer of "a happiness that lives in darkness." M. Mæterlinck's subtitle for his play also becomes most suggestive in this light,—after pushing back the bolts of the dungeon and leading her five dazed sisters out into the light, after hopefully putting them to the test, Ardiane finds that all has been truly "a useless deliverance." With Barbe Bleue before them, the flabby delivered, who are at best women, turn from the open door and the far blue hills, back into the dungeon of submissive ignorance. A pessimistic and masculine summary of the cause, but there is a glimmer of hope in that there is such an Ardiane. The deeper suggestiveness as well as its merit as delicate poetry and charming music make it well worth the reading.

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I

It is a matter of courtesy and etiquette that each class look at its own bulletin board and at no other. Yet by some members of Wellesley this unwritten law—which should certainly be strictly adhered to—has not been observed. With all respect to the classes above, 1913 cannot express too strongly the absolute necessity for its class bulletin being entirely private, and requests most urgently that the notices posted meet the eyes of the Freshmen, and of them only.

1913.

II

This is just a word to express the feeling of one alumna in regard to the present aspect of the "society question." It seems to me that the Congress has done well with the complex problem it had to face. It now rests with the college at large to prove whether or not its work was a success. I believe that two classes are pledged, as a whole, to put the plan into action, whenever it may be adopted, by giving to the committee applications from which to make their elections. Applying will not be an easy thing at first, for old customs are hard to overrule; but I hope that every girl who feels that she would gain by society membership, whether in friendship or through her interest in the work of the society, will feel it an opportunity as well as a duty to which she is pledged. In the matter of the feeling of the alumnæ toward members thus appointed to societies, I can say that, for my own part, I shall be most glad to claim a right to the friendship of any girl appointed to my own society under the proposed plan. Such a girl will have been proved loyal to the Wellesley ideals, both by the decision of the committee and by her own courage in doing something which I know will not be easy.

GERTRUDE G. FISHER, 1909.

THEATER NOTES.

HOLLIS: Miss Billie Burke in "Mrs. Dot."
SHUBERT: "The Midnight Sons."
MAJESTIC: Lew Fields in "Old Dutch."
TREMONT: Raymond Hitchcock in "The Man Who Owns Broadway."
COLONIAL: "The Harvest Moon."
PARK: William Hodge in "The Man from Home."
CASTLE SQUARE: "The Marriage of Kitty."
BOSTON: "The Yankee Prince," beginning April 4.
GLOBE: Mabel Hite in "A Certain Party."
GRAND OPERA HOUSE: "McFadden's Flats."

NOTICE.

The Editor-in-Chief of the NEWS will be in the NEWS office on the fifth floor of College Hall, every Tuesday afternoon from 2.25 to 4.15, P.M., to talk over the Freshman competition with any of those interested in it, or to critieise the manuscript of any of the competitors.

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RUSKIN'S CONTRIBUTION TO MODERN SOCIAL THOUGHT.

Miss Hutchinson of Holyoke, who next year will be a member of the Economics Department, was given a reception in the faculty parlor on Saturday evening, April 2. Before the reception, Miss Hutchinson gave a short lecture on Ruskin's attitude towards social reform. She showed two new points of Ruskin—as a Radical and as a Reactionary.

As a Radical, Ruskin was a pioneer in the new school of economic theory. He was opposed to the idea of the economic man, as former economists had pictured him, for he did not believe that through the selfish disregard of the employer for the employee, society would gain its highest end; he was especially opposed to this problem, as accentuated through the eighteenth century individualistic philosophy. Ruskin's attitude was that every man should have a work, and be happy in it; he demanded that there should be interest in the welfare of the employed. In this, he was a generation ahead of the academic theory.

But the force of Ruskin's Radical teachings was blurred by his Reactionary tendencies. He objected to the competitive system and protested against a machine-driven age; his artist soul would have had men return to the days of water power. Between these two extremes of belief, he lost his sense of proportion and the fitness of things, and failed to see the value of progress. As a Reactionary, Ruskin would have been unimportant, had these ideals not seemed to obscure his more Radical ideals of reform. But briefly, what he stood for as an economist was that the individual, in working for the welfare of society, would attain for himself the highest good; that is to say, society represents "the multiplication of human life at its highest standards."

ALUMNÆ NOTES.

In addition to notes concerning graduates, the Alumnæ column will contain items of interest about members of the Faculty, past and present, and former students.

Miss Sophie C. Hart, professor of rhetoric and composition, has geen visiting the American College for Girls at Constantinople, and giving some lectures to the classes in English and literature. On Saturday, March 5, Miss Burns and Miss Hathaway gave a Wellesley luncheon in Miss Hart's honor, at which the guests were Dr. Mary Mills Patrick, president of the college, and Mrs. Ellen Ladd Allen, 1885-87; Dr. Emily Ray Gregory, 1885; Cornelia S. Huntington, 1895; Catherine R. Anderson, 1901, and Sarah W. Anderson, 1904.

Miss Mary Caswell has returned to the college from a visit to Italy. She sailed in February on the Roma, and visited the Riviera, Genoa, Pisa, Florence, Siena, Rome and Naples. In the Castle of St.

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ALUMNÆ NOTES—Continued.

Angelo she met Miss Bernice Hunter, 1905, and Miss Olive Hunter, 1906, who had just come from visiting Mrs. Graham (Louise Hunter 1904) at Nice, and will remain abroad for some months. From Rome to Naples Miss Caswell traveled with Miss Clara Shaw, 1897, who is spending some months in Europe.

On Wednesday evening, March 30, Miss Alice M. Longfellow was hostess at the Longfellow home in Cambridge for a reading of "The Piper" by Mrs. Josephine Peabody Marks.

Miss Frances Small, 1905, is teaching in the New Haven High School, and doing graduate work in English at Yale.

Miss Jessica Sherman, 1901, Miss Mary Neal, 1905, and Miss Nancy Tomlinson of the class of 1909, are teaching at All Saints' School, Sioux Falls, South Dakota.

Miss Eunice Prichard, 1907, is teaching at the Edgeworth School, Baltimore, Maryland.

Miss Helen E. Hall, 1909, is teaching English composition in the State Normal School at Indiana, Pennsylvania.

Miss Isabel Carter, 1908, is teaching in the Hartland (Maine) High School.

Miss Ethel M. Grout, 1908, is teaching in the Verona (New Jersey) High School.

Miss Edna Blood, 1909, has been spending the winter at Daytona Beach, Florida, acting as tutor in a private family.

Miss Helen Slack, 1909, has been giving talks on great artists this winter before women's clubs in Danbury, Connecticut.

Miss Ethel M. Bosworth, 1909, has been substituting in the schools of Elgin, Illinois.

Dr. Mary J. Brewster, 1883, is planning to do medical settlement work in La Grange, a mill town of Georgia.

Miss Elvira Slack, 1902, is teaching English in Adelphi Academy, Brooklyn

Miss Charlotte Fowler, formerly of 1904, is librarian in the New Haven High School.

ENGAGEMENTS.

Miss Esther Abercrombie, 1907, to Mr. Dean P. Lockwood.

CHANGES IN ADDRESS.

Miss Jessie Hutsinpillar, 1902, 2309 James Avenue, North, Minneapolis, Minnesota.

Miss Evangeline Bacheller, 1909, 38 Bradlee Road, Medford, Massachusetts.

Miss Grace M. Bowden, 1909, and Miss Dorothy T. Bowden, of the class of 1912, 3222 Ridge Avenue, Wilkesbarre, Pennsylvania.

MARRIAGES.

Bigelow—Cole. Miss Elizabeth Cole, 1905, to Mr. Leslie Lawson Bigelow. At home, 172 South Ohio Ave., Columbus, Ohio.

BIRTH.

March 18, 1910, in Los Angeles, California, a son, Nevin Halstead Muzzy, to Mrs. Herbert T. Muzzy (Olive A. Nevin, 1905.)

Fellowships of the College Settlements Association.

The College Settlements Association offers two fellowships in settlement training of $400 each for the year 1910-11. These fellowships are open to the graduates of Barnard, Smith, Swarthmore and Wellesley, and will be awarded to the two candidates most nearly meeting all the requirements. Requirements for applicants include:

1. Work in Economics or Sociology during the college course, (one year will be required; two are recommended.)
2. Evidences of good general scholarship.
3. Satisfactory references in regard to health, character and special fitness for social work.
4. Intention on part of candidate to take up settlement work as a profession.

The course of study for the year will include:

1. Lectures, at the N. Y. School of Philanthropy, the Boston School for Social Workers, or the University of Pennsylvania. There will be no tuition fees as the schools in New York and Boston are co-operating very cordially with the Associatio in offering these fellowships. The full advantage of their courses are offered to the fellows, including the diploma at the end of the year and the interest which the schools always take in placing their graduates.
2. Field work, which instead of being done under the direction of the school, will consist of practical settlement work carried on under the direction of the head-worker of the college settlement either New York, Boston or Philadelphia, in which the fellow elects to reside. The time will be about equally divided between the lecture work and field work.
3. Residence on one of the college settlements will be required. The year will begin September 15 and ends June 15. Board at the settlement is $6.00 a week.

Information with regard to courses of study may be obtained by writing the N. Y. School of Philanthropy, or the Boston School for Social Workers for their year-book; and any questions asked of them with regard to the course of study will be fully answered.

It is believed that there is a real need for a more thorough training for settlement workers, and also that there are positions open for women wishing to take up settlement work as a profession.

Application, including full statement of qualifications, must be made to Miss Eleanor H. Johnson, 37 Madison Ave., New York City, before April first; and further information will gladly be sent.

The awards will be made between April 15 and 30.

Emily G. Balch. Eleanor H. Johnson.
Alice P. Gannett. Alice E. Robbins.
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Committee on Fellowships.

Announcement of Research Studentships.

The Department of Social Investigation of the Chicago School of Civics and Philanthropy which is maintained on the Russell Sage Foundation and which has for its primary aim the training of students who desire to learn methods of modern social inquiry, offers for the year 1910-1911 a limited number of research studentships, the value of which, except in a few special instances, will be $350.00 and tuition.

Training in this department is given, first, through lectures on the application of statistical methods to social problems and the study of the literature of social invesigation; second, through the participation of the student in some inquiry of direct practical value which is carried on by the department, such as the investigation of Juvenile Delinquency in Chicago made in 1907-1908, and the Investigation o. Chicago Housing Conditions now being carried on. Students sre required to devote one-third of their time during their first year of residence to the study of the theory and method of social inquiry and the remaining two-thirds of their time to practical work in connection with the investigation which is in progress.

Applicants for research studentship must be graduates of colleges in good standing and those who have had training in political economy will be preferred. Application should be made not later than May 1. Application blanks and a department bulletin, giving further information about the work will be furnished upon request.